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LANGUAGE--A CURRICULUM GUIDE FOR SPECIAL EDUCATION.
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LANGUAGE PROGRAMS FOR THE MENTALLY RETARDED ARE SUGGESTED FOR FIVE LEVELS FROM PREPRIMARY TO SENIOR HIGH. THE RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS ARE IDENTIFIED AND APPROPRIATE ACTIVITIES ARE SUGGESTED. IN AN ANNOTATED SECTION, 75 SOURCE MATERIALS ARE CLASSIFIED ACCORDING TO RECEPTIVE OR EXPRESSIVE SKILL AND BY AGE LEVEL. (MR)

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LANGUAGE:
A Curriculum Guide For Special Education

Courtesy of Jules Rosenthal

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FOREWORD

This Language Curriculum Guide for teachers of retarded children has been a cooperative project of the staff of the Bureau for Handicapped Children, the University of Wisconsin School of Education, and special education students enrolled at the University of Wisconsin. We recommend its use to all teachers concerned with furthering the intellectual development of retarded children and youth in our state and others. Any comments that you might have as to the utilization and effectiveness of this tool will be received by us with a great deal of appreciation.

I wish to commend Dr. Blessing and his students at the University of Wisconsin on the development of this important project.

.....John W. Melcher

PREFACE

This publication reflects the growing recognition of the importance of language in the development of intellectual, cognitive, and academic abilities among the mentally retarded population. Hours of concentrated study and deliberation on the nature of the communicative processes among the retarded, their linguistic patterns of development, and the activities required to overcome language deficits and improve receptive and expressive communicative skills underlie the finished product.

Special educators can utilize this vehicle in enhancing their classroom environment and in enriching the linguistic backgrounds of their retarded pupils. Implementation and experimentation with the various suggested language activities should lead to the further creation of unique approaches to linguistic development in the curriculum of special classes. The publication, therefore, is construed as a tentative effort requiring further refinement and extension through field testing and tryout. Reactions, suggestions, and instructional extensions of this material are solicited from teachers using this language curriculum guide.

Acknowledgments

Specific acknowledgment is made to the exceedingly creative contributions of the senior author Richard Dever, who not only served as overall chairman of the project but, in addition, injected a number of unique and challenging points of view with respect to the structure of the language of the retarded. Co-authors Ann Taborsky, Judi Shelby, and Gayle Taylor were equally supportive in their contributions to this publication and in their coordination of the various committees' efforts. Each of these people served as chairman of a working committee which focused on the communicative needs of the retarded at specific developmental levels. Their contributions in articulating the various sections and in editing the respective materials requires mention and commendation.

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Sincere appreciation is expressed to the abovementioned curriculum committee members for their deligent efforts in this project. In addition, the task of typing the final draft and organizing the format of the guide which was the work of Mrs. Ruth Johnson, Secretary in the Bureau, is greatfully acknowledged.

– Kenneth R. Blessing

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SECTION I

RATIONALE AND OBJECTIVES

Retarded children, like all children, must learn to communicate, and herein lies the rationale for this curriculum guide. For in growing up, not only does the ability to communicate help to develop the image of the self as being a competent individual, it also aids in understanding oneself and getting along with others. Without the ability to communicate, the individual is lost - he is an island in the sea of humanity, and the shores of that island offer little in the way of safe landing places for thought.

We humans live in a verbal culture - systems of communication surround us and operate on us incessantly. Each and every one of these systems depends on the spoken language for the communication of meaning. Without the spoken language, these systems would not exist at least not for humans as we have evolved. For example, writing is spoken language put into a permanent form. A traffic light communicates meaning only because people have concepts like "stop" and "go," and they have agreed to let certain colors stand for these concepts. In any communication system that humans use, we find language as the mediator, and this holds true even for people who are incapable of language. An infant, for example, will cry because he is hungry; but it is the mother who interprets the cry and feeds the child. In order for communication to take place somebody possesses language and interprets in some linguistic form the thing to be communicated. Otherwise we would be animals, for it is language that separates man from animals.

Language exerts a powerful influence on concept formation. Because of this influence, the linguistic deficit of the retarded child puts him in an unenviable position: because his language system is less complex than that of the normal child our complex culture does not get through to him as well as it could. He does not have the ability of the normal child to classify and comprehend the world about him; therefore, he is not able to control his environment as well as the normal child. The job of the teacher is clear; she must strive to help the retarded child attain, to the greatest extent possible, a knowledge of and an ability to use his native tongue.

Most language programs for normal children begin with the assumption that the child comes to school already equipped with a full knowledge of the functioning of his language. These programs admit that the child has a great deal of vocabulary to learn, and that he does not yet know how to read, and that he must learn the names of some rules and parts of speech, etc. But the main assumption is that the child does, in fact, know how to use his language. That is, he knows how to use the plural signals, how to make the past, when to use adjectives and adverbs, how to ask questions, and how to make emphatic statements of several kinds. But it would be a fatal mistake to assume the same thing for retarded children. We do not know, when a retarded child enters the classroom, whether he knows how to say more than one of anything (boats; wishes; etc.), or how to use a word or a short phrase to explain *how* something is done (quickly; in slow motion; etc.). In short, we do not know what the linguistic functioning of a particular retarded child will be when he walks into the classroom. But it is imperative that we find out because in order to teach the child we must begin with the language of the child as it is at the moment. From that point on the program must proceed in an "expanding horizons" fashion so that the child's language will expand and enrich a little more each day. The process will be slow and progress will be, at times, imperceptible. But it must be done so that the child may one day be better equipped to take his place in the competitive world.

With this in mind, the overall goals of the language program are:

1. To develop in each child the ability to understand and to be understood.
2. To expand these abilities in each child as much as possible.

To attain these goals the teacher will have to recognize that there are two kinds of meaning in language: the lexical, or dictionary meaning of words, and the structural meaning of utterances. Without doubt the lexical meaning of the words of the language is extremely important; without words communication would be at a very low level indeed. But it is the position of this curriculum guide that it is impossible to develop vocabulary beyond the child's level of structural development. That is, we can define a word for a child, but it will not have any real meaning for him until he can use it in his linguistic structural framework. If, however, he can use that word he will be able to fit it into his vocabulary repertoire. All children, after infancy, possess a linguistic system. Recent research has shown that even small children who can speak in only one-word sentences do indeed have a system of one-word sentences. It is not the same system that adults use, but it is, nonetheless, a system for that. This system changes, over time, until it matches the adult model. As long as it is still a child's system the child is limited to a child's vocabulary. Not until the child is able to use the adult system will he be able to develop the adult vocabulary, because if the child does not possess what some linguists have called the "slot" into which a "filler" or word fits, he will not be able to use that word, If the child cannot use it he cannot learn it.

What is this structural system. Perhaps the best way to illustrate the concept that is involved is to make up a sentence of nonsense words:

The mum mum mumly mummed a mum's mum.

Even though this sentence is gibberish, it really does make a certain kind of sense. For instance, how many "mums" do whatever it is that happened? Is the action in the past or the present? What gives the reader the clue as to how whatever took place happened? The reader readily understands that there are certain cues in the sentence, because these are the same cues that he has used all his life if he is a native speaker of English. In fact,

most children learn what these cues are by the time they are six years old – not only do they know what the cues are, but they know how to use them. The retarded child very often does not even know what the cues are let alone how to use them. There are a great many of these cues. Some of them we will try to point out in this guide, but many of them will be left out. Partly this is because of space reasons, but also it is because even linguists do not agree on what some of these cues are. A language is an extremely complicated thing and we are just now beginning to have some idea of that complexity. In the face of this, this curriculum guide cannot possibly be more than just that – a guide.

In order to help the child to understand and to be understood, the language program begins with experience. Not only concrete experience such as seeing and naming things like dogs, trees, fire engines, etc., but also the experience of using language. Parents often complain that when their child finally begins to talk they cannot keep him quiet. But this incessant chatter serves a very valuable end – practice. The child not only must know what a thing is in order to talk about it intelligently, he must also talk about it. He must talk about it over and over; if he uses a word often enough it will become part of his. And if he uses a structure over and over, it will also become part of him. This is the means to the ends that were stated above, and without practice the child will not learn much. Little by little the child must use more and more words in meaningful combinations. Because there are any number of ways to say the same thing, the more structures a child possesses and the larger his vocabulary, the easier it will be for him to control his environment.

The language program cannot be thought of as coming at a specific time of the day. Just as language permeates out lives, the language program must permeate the curriculum. It operates when the child is involved in language arts, social studies, and physical education. Whenever the child is discussing something, sharing experiences, figuring out problems, taking a field trip, or having a private conversation to pass the time of day, the language program is in progress.

Often the program must include speech therapy. Recent research shows that retarded children lack many of the sounds of English, and without full knowledge of the existence of those sounds the child may not even know that something is being said. Two utterances that have completely different meanings may sound exactly alike to the child. Many retarded children may not be able to tell the difference between "pin" and "bin," or between "that stuff" and "that's tough." In this, the teacher as well as the speech therapist has a responsibility: a child cannot use sounds that he cannot hear, and poor sound production indicates poor sound discrimination. Therefore, the teacher must listen to the children, find out where they are having problems, and take steps to correct those problems.

Because the linguistic functioning of retarded children has not yet been fully explored by research, the suggestions in this guide are subject to future modifications. New diagnostic instruments are being perfected and standardized; others are being planned. There are, however, enough leads coming out of this research to suggest that linguistic functioning can be improved by planned programs of linguistic development. New methods of teaching are also being planned and developed. For instance, language laboratories and programmed instruction show signs of promise. Some day it may actually be possible to enable the educable retarded child to function quite close to normal levels – linguistically, at least.

If knowledge of the linguistic systems of retarded children existed, the job would be much easier because we would know which specific deficits to teach to. Unfortunately, such knowledge does not exist. Therefore, the teacher must rely largely on instinct and guesswork. The job of this curriculum guide is to try to alleviate some of the guesswork, but with the state of the present knowledge being the way it is not much help is really possible. The most that can be done is to point out some things for the teacher to watch for and suggest some leads. But because they are only leads the teacher must do a considerable amount of filling in on her own. The writers of this guide would appreciate any comments, suggestions, and reports on the effectiveness of this guide as it now stands. Any communications should be sent to the senior author at 2570 University Avenue, Madison, Wisconsin.

CURRICULUM HINTS

The language skills and activities outlined in this section follow the lines of thought found in the rest of the curriculum guide. And like the rest of the guide these suggestions are not to be thought of as being complete in any sense of the word. They are nothing more than hints for what might be done by the teacher to make her language program more effective. The teacher must still supply a great deal of thought and effort. Many things could have been said that were not; many activities could have been included that were not. This guide is a first attempt. It is possible that some of the activities included here will not work as well as others. The authors would like to have feedback from the teachers in the field as to what they have found to be useful and in what ways they were able to supplement the guide on their own. In this way future guides may be more complete and more useful.

These hints are divided into five levels: Pre-primary, Primary, Intermediate, Junior High, and Senior High. Within each level the attempt was to identify the receptive and expressive skills and some appropriate ways to provide practice in these skills. These skills overlap to some degree, and in some cases, to marked degrees. The authors never intended to imply that the skills listed are the only skills a particular child must learn, nor are they necessarily the proper skills. . The heterogeneity among mentally retarded children denies the possibility of such statements. Therefore, the teacher will probably want to look over the entire Hints' Section and use whatever she can wherever she can and whenever she can.

SECTION II

LANGUAGE SKILLS AND ACTIVITIES

LANGUAGE SKILLS PRE-PRIMARY LEVEL	LANGUAGE ACTIVITIES PRE-PRIMARY LEVEL
I. RECEPTIVE	**I. RECEPTIVE**
1. Discriminates between loud and soft sounds.	1. Activities related to the distance of sound in relation to volume. Examples: Train going by, car appraaching use volume of recorder or record player to teach volume.
2. Identifies familiar sounds.	2. *Animal Talk Game* by Mattel Talking picture books *Sounds Around Us (Record Series)* (Scott, Foresman & Co.) Sounds in the City Sounds Around the Farm
3. Interprets sounds.	3. Identifying Games Put heads down and listen while sound is made such as a pencil tapping, clock ticking, etc. Use *Sounds Around Us* (Scott, Foresman & Co.) to identify sounds. How many sounds can you hear from the window? from the hall? within the classroom? in the lunch room? Use tape recordings of children's activities in the room and play back for child identification. To do this have children doing one activity at a time such as block play.
4. Identifies main idea in simple story with assistance.	4. Tell simple three or four sentence story to children. Have children retell story by direction questions from the teacher. Have two or three pictures with only one that is related to the story told. The child picks out the picture which is related to the story and tells about it.
5. Follows sequence of main events in story with assistance	5. Use *Judy See-Quees* to recall and tell stories in correct sequential order. Teacher questions or re-telling story in small parts will help child select correct picture. Simple "Nancy" cartoons may be utilized in the same fashion. Use series of puppy or pet pictures which show development in growth, but are also paralleled with the story which relates to activity of puppy at that particular age. (Three pictures are maximum for this age.)
6. Listens to simple directions and responds appropriately with illustration.	6. Use hand puppets to give simple commands to designated child. Child may receive reward for fulfilling command as shaking hands with the puppet or receiving a kiss on the cheek from the puppet. Use *Rhythm Records for Pre-School Children* (Rhythm Record Co., Oklahoma City, Okla.) or any records that give simple commands. Be sure child understands how to do what he is commanded such as jump, turn around, etc. Give verbal commands to accomplish self-help, "Hang up your coat."

Language Skills-Pre-Primary-Receptive, cont'd.	Language Activities-Pre-Primary-Receptive, cont'd.
7. Listens with enjoyment to music, poetry, and stories.	7. Motivate the child's listening with the use of toys, pictures, books, movies, slides which are related to the music, poetry or story to be presented. For example, if the record is about a bear, allow the child to hold a Teddy bear and rock it while listening to the record. Use records with "Listen and Do " activities. Imitate characters in music, poetry, etc. For example, today everyone is Little Miss Muffet; tomorrow everyone is Little Boy Blue. Simple props add motivation.
8. Recognizes word meanings.	8. Create experiences or situations within the classroom or child's day which will help him associate situation and meaning. Voice tones Expression of voice Categorize or classify objects. Name all cars, birds, farm animals, household items. Have child repeat. Build concepts of same and different by asking child how two or more things are alike. How are a cow and horse alike? Child might respond with eyes, legs.
II. EXPRESSIVE	**II. EXPRESSIVE**
A. Structure	**A. Structure**
1. Speaks in very short one-thought sentences.	1. Teach the child by use of uncompleted sentences. (Children at this age may be speaking with only one or two words.) Repeat the same beginning and allow child to complete sentence by saying the whole sentence. This is a very nice_____. Continue to pick up objects or pictures for children to complete sentences. This is a very nice book. This is a very nice doll. This is a very nice flower. - and on and on.
2. Understands the completeness of thought.	2. Child repeats a sentence verbatim. Sentence may have to be repeated several times word for word. Later child may be given only clues to help him complete a thought.
3. Imitates correct word usage of teacher.	3. Build relationships between words. big apple — red car little apple — blue car Teacher should talk in short sentences, so child can imitate teacher talk.
4. Begins to use pronouns - me, he, she, it.	4. Use substitution games to teach pronouns. Begin with children in the class. Mary is a girl. She has a doll. John is a boy. He has a dog. I am Susan. I am a girl. Give the doll to me. An object may be used as a conversation piece to be passed from child to child. Mary wants the doll. She will give it to Tom.
5. Uses clear voice and pleasing pitch.	5. Have child repeat sentences using the exact pitch patterns that the teacher uses.

Language Skills-Pre-Primary-Expressive, cont'd.	Language Activities-Pre-Primary-Expressive, cont'd.
6. Has understandable tempo of speech.	6. Make child speak nursery rhymes following measured tap of ruler on desk - especially fairly slow rhythms.
B. Usage	**B. Usage**
1. Vocabulary - effective use of vocabulary for basic communication.	1. Vocabulary Let child give specific response to stimulus response. Have the child name all the things he can think of when you say_____ (orange) At this level you might have pictures to help child increase his vocabulary. (Caution against bombarding child with speech beyond his functional level.)
2. Speech production	2. Speech production
a. Has command of common speech - m, p. b, h.	a. Elicit vocal sounds and babbling through the use of a motokinesthetic method with the aid of a mirror. Imitate the child's sounds and have the child imitate the teacher's sounds. Repeat letter sounds in sequence as a game. Use a series of two or three sounds depending on child's listening ability.
b. Enunciation becomes sufficient for understanding.	b. Build sounds from isolation to letter group to a complete word. Seat children so child with poor enunciation will be next to a child with good enunciation.
3. Interaction and presentation	3. *Interaction and presentation*
a. Verbally interacts in groups from 2–15 children.	a. Have an individual analysis of a child's interest, home environment, experiences he has had previous to school. Include in his present environment (school), elements he is familiar with as well as things which he will be interested in. His interactions will begin on a one-to-one basis with student and teacher. Allow the group to grow as the children gain security within a group. Play simple fun games where child can be part of a group without direct attention on the child. Use masks or puppets to avoid direct attention. Talk about and play with the masks or puppets until child is familiar with them before he takes a direct part. This can be done in free play and informal activities.
b. Shares experiences with classmates.	b. Have field trips (to the zoo, around the block, to the lunchroom) so all the children in the group have a number of similar experiences. This activity can be set up on a simple unit approach to include both formal and informal discussions. Utilize any object a child might bring into the classroom. A rock might become a doorstop or something for the turtle to sit on. The child's importance will motivate him to share experiences.
c. Contributes to discussion with pertinent comments.	c. Be alert to every possible comment a child may want to make.

Language Skills-Pre-Primary-Expressive, cont'd.	Language Activities -Pre-Primary-Expressive, cont'd.
d. Is attentive in short discussion.	d. Discuss activity at hand. Examples: "Now we are going to have our orange juice. How do we get ready?" Pretend: "You are the teacher, or, You are Miss ____. What do you want to tell the boys and girls?"
e. Maintains interest approximately 5–10 minutes.	e. Use activities that have a change of pace, but are related to one subject. Have models, pets, stories, poems, songs and when the child begins to lose interest change to another activity. Lengthen the period of each activity as interest increases.
f. Is considerate in group discussion.	f. Teach children to take turns, perhaps by drawing a number. Discuss or even command actions of consideration.
g. Says nursery rhymes and simple poems.	g. Pantomime play while others say poem or verse.
h. Expresses self dramatically with encouragement.	h. Refer to g.
i. Tells stories with aid of pictures to order sequence.	i. Use *See-Quees*. Cut pictures from magazines or readiness books for this activity

LANGUAGE SKILLS PRIMARY LEVEL	LANGUAGE ACTIVITIES PRIMARY LEVEL
I. RECEPTIVE	**I. RECEPTIVE**
1. Discriminates sounds in terms of pitch, tempo, and strength.	1. Use any of a great number of musical records which have in them marked changes in pitch, tempo, and strength (symphonic music would be very good).
2. Identifies and imitates sounds.	2. *Sounds Around Us* (Scott, Foresman & Co. - 1951) This record includes sounds around the house, farm, and city which the children must identify. This could be extended by having the children imitate additional sounds heard in these places and have the other children identify them. Play a game called "Three Little Kittens" found in the teacher's edition of *Fun with Tom and Betty* (Ginn and Co. - 1961, P.117).
3. Identifies main idea in simple story without assistance.	3. After hearing an expressive, interesting story the child will respond to the question "What was the story about?" with a short sentence telling who or what was in the story and what it did. This is usually the main point of simple stories. If a child cannot make this response by listening then guide questions will be necessary to elicit the point.
4. Follows sequence of main events in story without assistance.	4. At this level, children need assistance to follow the sequence of a story. This can be done through pictures in a series which tell the story. First the story is told to the child, then he must retell the stories by placing the pictures in the order of occurrence.
5. Listens to simple directions and responds appropriately.	5. This area can be best developed non-academically. Throughout the day the children can be asked to get materials which are needed in their work, fulfill errands which you know they are capable of, and by carrying out their household duties about the room. Children like to play games and this skill can be incorporated into a game situation. One child can be the boss and one or more children, the worker. The boss gives an order and the workers must do exactly what he said.
6. Listens with appreciation to music, poetry, and stories	6. Children will learn to appreciate music, poetry, and stories if they can actively participate in them. When they are listening to records let them clap their hands or play rhythm instruments. When they are listening to stories let them say repetitive parts as in the three little pigs, "Little pig, little pig...". The same is true of poetry.
7. Identifies people by their voices.	7. Play "Guess Who." Divide the children into small groups of not more than six children. Be sure that the children know who is in their group. Blindfold one youngster and have another tap him on the shoulder. The blindfolded one will ask who is it and the other will respond with "Guess Who." From this the blindfolded child will have to guess who it is. (This is quite difficult for this level youngster and may have to be done many times to be successful.
8. Is aware of obvious changes in mood or	8. The teacher will play the roles of various persons in varied situations and the children will tell her to sound happy, sad, etc. Example: Teacher says, "My name is Susie. I am a little girl. I like to play with dolls, but I lost my

Language Skills-Primary-Receptive, cont'd	Language Activities-Primary-Receptive, cont'd.
	doll." The children will guess that she is sad, and the teacher will continue with her story in a sad voice.
9. Recalls word meanings.	9. Ask, "Who can tell me what _____ means? Or, ask questions such as: Question - "*Where* is the bird?" Answer - "Up in the sky." Question - *How many* windows are in our room?" Answer - "Six."
II. EXPRESSIVE	**II. EXPRESSIVE**
A. Structure	**A. Structure**
1. Begins to express self in simple sentences.	1. Use pictures which are of interest to children and have them tell what they see. Have them tell what they did to get ready for school, what they saw on the way to school, what they did when they went to the store with Mother. Encourage them to tell about common experiences in their life.
2. Relates ideas so that two or three thoughts are in sequence.	2. Have the children relate what they must do before they can ..., what they must do to get ready for ..., what they must do in order to .... This can also be done with pictures. Show a picture in which a person is participating in some activity. Ask the child what the person had to do before he could do this activity.
3. Is aware of the completeness of a sentence.	3. Read stories, pausing unexpectedly now and then. Have children raise hands when pause takes place at a logical point in the story.
4. Uses clear voice and pleasing pitch.	4. Have child repeat a sentence exactly as the teacher says it, putting in all the musical variations which the teacher uses.
5. Uses proper inflections for telling and asking.	5. Encourage children to participate in "show and tell" periods, and to ask questions of what the children show.
6. Should have most of the basic patterns listed under Patterns of English Structure in this guide by the time the child leaves the elementary grades.	6. Use any of the above methods, or any method which the teacher is able to invent.
B. Usage	**B. Usage**
1. Vocabulary - begins to expand vocabulary.	1. A child's vocabulary is expanded through his experiences. This is the time when the school should be providing experiences such as field trips to the zoo, the farm, the fire stations, etc. Also activities within the classroom such as a pet show, a circus unit, and a party for Mother will enable the child to enlarge his vocabulary.
2. Speech production	2. Speech production
a. Has command of speech sounds d, n, t, g, k, y, f, v, s, ng, z, ch, j, v, w,	a. Associate each sound with something familiar such as *s* is the snake sound, *t* is the little clock sound t-t-t-.
b. Enunciation becomes sufficient for effortless understanding.	b. Begin by telling the children they are going to be parrots and the teacher the parrot trainer. Each word the trainer says must be said clearly so the parrots can hear it and repeat it. Let the children take turns being the parrot trainer. After the initial games,

Language Skills-Primary-Expressive, cont'd.	Language Activities-Primary-Expressive, cont'd
	remind the children to always be parrot trainers. Such reminders are much more effective than telling them to speak clearly.
c. Has control of speech speed.	c. Might be taught through the use of a tape recorder. When the children hear themselves they are likely to be critical of themselves. This will not happen overnight, however. Many tapes must be made and frequent examples of good speech speed must be injected through recording so that the children have a model to follow. This also applies to IIA, #4 and #5.
3. Interaction and presentation	3. Interaction and presentation
a. Shares experiences with classmates in interesting conversation.	a. "Show and Tell" is a very effective activity to encourage young children to share experiences.
b. Is able to be questioned and responds appropriately.	b. Begin with simple question that you know he can answer. When he has built up confidence in himself, questions can branch off into areas which require some thought before answering "What is in the tree? What color is it? Why do you think it is there?"
c. Takes turn in group discussion.	c. Incorporate into the discussion areas of interest of the child that does not take his turn in discussion. Try to discuss areas which you know this child knows about. Encourage this child to bring in things which interest him and center a discussion around this.
d. Follows a discussion and contributes with additive comments.	d. and e. are closely related to each other and to c. Whenever using discussions be sure they are child-centered so as to stir up interest and participation.
e. Maintains interest in discussion for 10 – 15 minutes.	
f. Says rhymes and poems that have some detail.	f. Choose material that is rhythmic and easy to say. Allow the children to dramatize, make appropriate masks or costumes to wear while saying the poem, or have them illustrate the poem or rhyme so that it has more than abstract significance.
g. Relates a story in sequence.	g. After hearing a story the child can make a series of pictures to be shown through a "television set." While the pictures are being shown the child will narrate the story.
h. Is spontaneous with suggestions for dramatization.	h. Suggest that the children dramatize a story, etc. Guide this particular dramatization from the choice of material to the interpretation and presentation. When the children have experienced an enjoyable dramatization it will be the stepping stone for them to attempt some of this work without such careful guidance.
i. Is sensitive to audience.	i. Divide the group into participants and judges. After an activity which requires an audience has been performed, the judges will judge the performance. (Previous preparation will have been made as to what to look for, listen for, etc.) Each child will have an opportunity to be a judge so he will realize the importance of a good performance.

LANGUAGE SKILLS
INTERMEDIATE LEVEL

I. RECEPTIVE

1. Listens for both learning and enjoyment.

2. Discerns main idea and sub-ideas in a story.

3. Follows detailed sequence of events in a story.

4. Follows several directions in sequential order.

5. Listens to stories, poems and music

6. Identifies a person's feeling by his tone of voice.

7. Identifies opposites and incongruities in word meanings.

8. Is aware of less obvious changes in mood or feeling.

9. Deduces meanings of unknown words using context clues.

II. EXPRESSIVE

A. Structure

1. Uses compound and complex sentences.

2. Relates several detailed events in sequence.

LANGUAGE ACTIVITIES
INTERMEDIATE LEVEL

I. RECEPTIVE

1. Present different kinds of listening material (stories, music, lectures). Compare two of these and list the differentiating qualities of each. Note different listening skills that a story and a lecture require.

   Give a listening assignment which requires the students to listen to radio or television for a specific purpose (weather, news, and special events). Ask them to report in class.

2. Have student read or tell a story and ask the class to outline the main and subplots of the story. Ask questions which will develop the pupil's skill in listening attentively and deciphering the main ideas.

3. Fold a long narrow strip of paper in accordion fashion and have the students illustrate the main events of a story in sequential order.

4. In a craft lesson, give verbal directions for making paper-folded hand puppets. Require the students to follow such verbal directions frequently in implementing various lessons.

5. Have the children tape record poetry and story readings, evaluate performances and offer suggestions for improvement. If possible listen to a professional recording.

6. Have half of the class act out character portraits in which a definite mood or feeling is expressed. Have the class identify the mood and list the characteristics that determine the mood.

7. Say sentences aloud or phrases omitting a specific word that has more than one meaning. Have a choice of words to fill the blank.
   The water *drips, pips.*

8. In a poem or a story note the point at which a change in mood or feeling occurs.

9. Read a paragraph that is readily understandable except for an occasional new vocabulary word. Have the children determine the word from the context.

II. EXPRESSIVE

A. Structure

1. Show the child that there are two or more *complete* thoughts in a compound sentence.
   "The day was very cold but he went outside."
   Write half of a compound sentence on the board. Ask the child to complete the compound sentence and circle each complete thought.

   Note the common connecting words: and, or, but, etc.

   Illustrate complex sentences in the same manner, noting that one half, or clause, is not a complete thought.

2. Using compound and complex sentences, have the students relate sequential steps in such processes as baking a cake, making a table, etc.

Language Skills-Intermediate-Expressive, cont'd	Language Activities-Intermediate-Expressive, cont'd
3. Understands unity in a sentence.	3. Have the children read sentences with the intent of finding words that "belong together," those words which give meaning to the sentence. Use the pointer to underline the phrases on the blackboard and bookmarks when reading. This helps the child read units of thought and recognize the unity of a sentence.
4. Has general increased awareness of sentence structure.	4. See section on Patterns of English Structure.
5. Should have progressed beyond the patterns of English Structure.	5. The teacher's speech should always serve as the grammatically correct model so that standard grammar will be recognized by the student.
B. Usage	**B. Usage**
1. Vocabulary	1. Vocabulary
a. Uses multiple words and modifiers with ease.	a. Have an interesting object described vividly & by the class members and have a blindfolded b. child guess what it is.
b. Begins to differentiate between usage with peers and with adults.	
2. Speech production	2. Speech production
a. Has command of difficult speech sounds - zh, sh, l, r, wh, th (as in this).	a. The tape recorder is the best device to make the child aware of incorrect or inaccurate speech production.
b. Is aware of substitutions and omissions.	b. Prepare exercises requiring the student to use these difficult blends such as sentence completion exercises. "The boys spent the afternoon shining the waxed car."
c. Makes conscious and consistent effort to improve articulation.	c. The use of puppets is also effective in providing practice of difficult speech sounds. The children can fabricate a story centering around an inarticulate character. This gives the students an opportunity to mimic the poor speech sounds and also to practice and improve the correct form as the story character improves.
d. Is able to properly emphasize words to convey meaning.	d. Have each child choose one elaborate sentence and record that sentence, each time emphasizing certain words. Note the changes in meaning, both obvious and subtle. Determine which word the author intended to emphasize from the context of the story.
3. Interaction and presentation	3. Interaction and presentation
a. Asks questions freely when lacking comprehension.	a. Create a relaxed and free atmosphere so that the student will readily ask questions. Make use of frequent discussion groups when reading short stories or assignments. Have each group present its interpretation to the class.
b. Organizes simple reports and speaks before the class.	b. When concentrating on a special project, enhance classroom enthusiasm by having several people do research on the topic and present their findings to the class. Note taking instructions should be given so that only the highlights and most interesting facts are presented to the class.
c. Accepts disagreement in discussion.	c. When discussing a debatable issue, the teacher should always bring out the differing or opposing points of view. If children in the

Language Skills-Intermediate-Expressive, cont'd	Language Activities-Intermediate-Expressive, cont'd
	class are able to disagree they should do so substantiating their argument with some form of facts. Have students choose familiar issues and have verbal arguments before the class.
d. Begins to make introductions properly.	d. Act out common situations children will face in their daily living: greeting visitors, adults, friends. Demonstrate the proper way to make introductions stressing politeness and use of proper name and title.
e. Speaks with relative poise and sensitivity to audience.	e. Discuss the necessity of a speaker being aware of his audience. Note that the success of assemblies in school depends on an interesting topic. This same interest must be present when a student speaks before a class.
f. Uses appropriate voice to fit the occasion.	f. Act out and record playlets in which obviously different pitch, tone and speed of voice are used. Note the types of occasions in which different voices are used in everyday life: school, ballfield, church.
g. Is able to communicate directions to others.	g. Give children an opportunity to direct class activities. A science or an arts or crafts class could be handled by a child who has a particular skill or interest and would like to present this to his classmates.

LANGUAGE SKILLS
JUNIOR HIGH LEVEL

I. RECEPTIVE

1. Begins to be a discriminate listener.
2. Follows sequence of events in a detailed story.
3. Listens for both learning and enjoyment.
4. Remains attentive to the speaker.
5. Is able to follow main thought in a lecture and discussion.
6. Identifies and discerns qualities attached to sound tones.
7. Is aware of proper pronunciation and clear enunciation.

II. EXPRESSIVE

A. Structure

1. Is aware of the completeness of a paragraph.
2. Can relate several events in sequential order.
3. Can easily unite several ideas into one sentence.
4. Is concerned about using proper grammatical form.

LANGUAGE ACTIVITIES
JUNIOR HIGH LEVEL

I. RECEPTIVE

1. Use a hypothetical situation in which an evaluative judgment is needed: Verbally sketch the behavior of three different students at an assembly. Note the key words that determined the judgment.
2. Have students read or tell a story and then outline the sequence of events and determine the main and sub-plots.
3. Discuss appropriate skills needed when listening for learning and enjoyment respectively. List the types of listening materials and categorize them according to these purposes.
4. Discuss what constitutes good audience listening manners. Point out that others judge an audience by the way it behaves as a listener.

   Develop a rating sheet to evaluate good listening habits and manners. Have pupils suggest items indicative of good listening skills. Use this list to evaluate self, audience, classroom, school.
5. Have students present verbal reports on current events. The classroom audience should take notes on the basic ideas and then compare notes deciding pertinent ideas for an outline.
6. Use different musical instruments or different tempos of music to demonstrate different sounds. Discuss the mood or feeling each sound suggests; describe the qualities of these tones.
7. Demonstrate the importance of speaking distinctly. Give pupils directions to follow using poor enunciation and pronunciation and ask them to follow directions. Then give the directions clearly to show how much easier it is to understand when one speaks distinctly.

II. EXPRESSIVE

A. Structure

1. Have students read an article in social studies in which each paragraph reveals a distinct information. Numbering the paragraphs, have the student relate the main ideas of each paragraph in outline form.
2. After a field trip have students review the experience sequentially in story form. Each aspect or highlight of this experience could be illustrated for a bulletin board display.
3. List many interesting phrases or words on the board. Using the ideas these words suggest, unite as many ideas as possible in one sentence. Example:

   "The coach fumbled angry beating came home late victory dance team."
4. Help pupils understand their use of substandard grammatical forms by having a contest in the room. Divide the class in two teams. All members of each team listen to the other team members for half the day. When substandard grammar is

Language Skills-Junion High-Expressive, cont'd	Language Activities-Junior High-Expressive, cont'd
	noticed a mark is made against the erring team on the blackboard. The team with the fewest marks wins. Care should be taken that the teacher does not give the impression of thinking that the dialectical usage of the pupil is somehow less than good. See the note on "correctness" at the end of "Patterns of English Structure." Care should also be taken to avoid the use of such terms as "improper," "substandard," "wrong," etc. when referring to their speech. Instead, tell them to use "standard" forms - be positive, not negative so as not to alienate the student.
5. Clarifies meaning with descriptive vocabulary.	5. Show large, brightly colored pictures to the class. Have people describe orally, thus giving practice in observing details and describing what they see.
B. Usage	**B. Usage**
1. Vocabulary	1. Vocabulary
a. Has adequate command of vocabulary to express himself in a clear and acceptable manner.	a. Encourage students to use new words that they learn in daily speaking situations. Give the students a sentence in which they substitute a word: "I went upstairs to the nurses *room* (office)."
b. Enriches speech with descriptive modifiers.	b. Blindfold one student. Have each classmate describe verbally an interesting or unusual object while the blindfolded child tries to guess what the object is.
2. Speech production	2. Speech production
a. Is conscious of proper enunciation and pronunciation.	a. Refer to listening skills number 7.
b. Has command of all necessary speech sounds.	b. A playlet with an inarticulate main character could be used to provide practice in mastering certain speech sounds.
c. Uses intonation and inflection to convey appropriate meaning.	c. Have pupils describe a real incident they have seen or experienced. Stress should be placed on making the incident seem as real as possible. This requires the student to vividly describe the situation and events.
3. Interaction and presentation	3. Interaction and presentation
a. Is at ease in speaking before the class.	a. Provide opportunity for pupils to talk before the class and other groups: Invitations and announcements.
b. Is sensitive to the audience.	b. Note the requirements or qualities the speaker must possess if he is to be considerate of his audience.
c. Is able to express viewpoint clearly.	c. Give students an opportunity to present a distinct point of view before the class. Propose controversial topics for discussion that will be of high interest, such as teenage dating, smoking, school regulations, driving habits. Permit the student to choose a position and present his viewpoint.
D. Contributes pertinent comments to discussions.	d. Discussions of interest to the students (such as those above) will be the best opportunity for students to express themselves freely before a group. Such a discussion is one with which they are familiar and about which they will probably have formed opinions.

Language Skills-Junior High-Expressive cont'd.	Language Activities-Junior High-Expressive, cont'd
e. Is tolerant of opposition in discussion.	e. Discuss the qualities of a good conversationalist. Note especially the necessity of tolerating and considering the opposition's viewpo Manners are vital both in conversation and dis cussion.

LANGUAGE SKILLS SENIOR HIGH LEVEL	LANGUAGE ACTIVITIES SENIOR HIGH LEVEL
I. RECEPTIVE	**I. RECEPTIVE**
1. Is aware of the different kinds of listening:	1. Note in classroom discussion the various purposes of listening, and the appropriate skills needed for each kind. It is important that these three kinds of listening opportunities be provided for in the daily program.
a. Analytical	a. Listening for information would be basic to any classroom lecture.
b. Enjoyment	b. Analytical skills would be developed in the use of discussions and debates in which the student is required to evaluate.
c. Information	c. Skills when listening for enjoyment may be developed through the use of poetry, stories, music, and drama.
2. Listens discriminately in a variety of situations.	2. At this level especially emphasis should be placed on developing the ability to listen discriminately even when the subject may not be of the greatest interest. Assignments should be given to listen to specific television programs, lectures, movies of various interest. At the first opportunity, a review should be made to determine how closely they listened.
3. Is perceptive of mood and feeling when listening to stories, poetry and music.	3. Poetry and stories which depict a variety of moods and feelings should be read by the students aloud; music, story and poetry recordings should also be used and discussed for possible interpretations.
4. Interprets and retains what he has heard.	4. In an effort to develop the skills of interpreting and retaining, a game could effectively be employed. A student could give oral directions concerning his travel route from one place to another. The other pupils would attempt to repeat the multiple directions as they were given.
5. Evaluates and either accepts or rejects speakers' ideas.	5. Problem stories could be utilized to develop evaluative abilities. The teacher could read problem stories that frequently appear in the teenager's life. The students would then complete the story orally solving the problem. They would also be required to tell how and why they arrived at their conclusions.
II. EXPRESSIVE	**II. EXPRESSIVE**
A. Structure	**A. Structure**
1. Uses compound and complex sentences easily.	1. Refer to the intermediate and junior high.
2. Attempts to use standard grammatical forms.	2. Present the standard form for common grammatical errors and colloquial speech. The correct form may be established by alerting pupils to correcting "errors" as they appear in the speech of their classmates. Oral exercises may be given in which both the standard and substandard forms are presented. Pupils are asked to say the sentence in standard form if it is not already in that form.
3. Can effectively use causal relationships.	3. Cause and effect may be taught effectively by use of oral substitutions and completion games. Examples: "The fish were cleaned. Because John missed his ride *he was late for work*. The story was finished."

Language Skills-Senior High-Expressive cont'd.	Language Activities-Senior High-Expressive cont'd.
4. Can readily organize ideas into main and subordinate thoughts.	4. After a lecture or story the student may present verbally the main idea and sub ideas. This, as well as activities discussed in intermediate and junior high level are appropriate to develop this skill.
B. Usage	**B. Usage**
1. Vocabulary	1. Vocabulary
a. Uses a functional vocabulary appropriate to dai y situations.	a. Develop a class vocabulary list of new and difficult words encountered in daily situations. Explain and define the words so the students have a clear understanding of their meanings. Require the student to use these words in sentences.
b. Uses grammar appropriate to situation in which he finds himself.	b. Have group evaluation of individual pupil's speech. The class should be instructed to listen for errors and also for improvement.
2. Speech production	2. Speech production
a. Speaks clearly and distinctly.	a. Tape recording sessions prove the most effective device for improving diction and voice quality. Attentiveness to speech production should be required in all classroom speaking, including daily recitation, discussion, and questioning.
b. Uses intonation and inflection with ease.	b. Make frequent use of playlets and readings to provide maximum opportunity to develop speech skills of inflection and intonation. Several students should read the same passages and comparisons should be made based on reading quality.
c. Is aware of understandable tone and pitch.	c. Discuss the variations of pitch and tone required in different situations, such as classroom, ballfield, church and conversation. In a more refined sense, observe the subtleties of pitch and tone in recorded readings and music selections.
3. Interaction and presentation	3. Interaction and presentation
a. Meets typical conversation and discussion with ease.	a. Simulate job interviews in which each student chooses a partner and enacts a typical interview. Discussion should be made on the types of questions to be expected so that the person seeking employment will come with the necessary information. Make tape recordings of sessions and replay them for point-by-point criticisms by the students.
b. Takes leadership in some group situations.	b. Make frequent use of group discussions varying the leadership. Point out the leader's responsibility to keep the discussion on the topic, to keep general order on controversial points and to give everyone opportunity to express himself.
c. Develops the ability to argue effectively.	c. Have classroom debates on controversial, pertinent issues, such as should teenagers have a curfew? Have pro and con arguments prepared by the students and presented to the class. Tape recordings for criticism may be made.
d. Is aware of proper introductions and nominations.	d. Dramatize situations which require the pupil to make various kinds of introductions. A review of the procedure learned at a previous level should be conducted. Pupils should be proficient at this level. Tape recordings for criticism may be made.

Language Skills-Senior High-Expressive, cont'd.	Language Activities-Senior High-Expressive, cont'd.
e. Has command of common speaking courtesies.	e. Use filmstrips and movies which illustrate speech courtesies. Insist upon these courtesies as the students interact with each other in the classroom.

SECTION III

PATTERNS OF ENGLISH STRUCTURE

By the time a normal child is six or seven years old he knows how to use all of the basic structural patterns of the English language. The only things left for him to learn are certain refinements of these patterns and a great deal of vocabulary. This structural system, contrary to much popular thought, is quite regular although it is very complex in some areas. For instance, there are many rules that govern the use of the articles (a, an, the, some, this, that and those). Yet normal children learn to use these patterns without any consciousness of formal rules, and they manage to learn them quite well. It is possible that retarded children are capable of the same degree of knowledge of structure by the time they reach a mental age of six or seven. This curriculum guide operates under this assumption even though there are no research findings to support it.

Unfortunately, in order to present a complete list of patterns a volume many times the size of this curriculum guide would be necessary. The teacher is referred to the annotated bibliography for books which will be of great help. In the meantime, some hints are presented which can be helpful to the teacher with some imagination.

The list that follows depends on the fact that the teacher already knows English structure and can fill in the gaps. Like the rest of this guide, this section presents no more than a series of hints and must be regarded as being nothing more than that. The list is not exhaustive. It presents only the simplest facts as a sort of indication to the teacher as to what the child might yet have to learn. It is accompanied by examples of patterns and, in addition, examples of patterns that are not English at all. The latter are indicated by the words "But not." These examples should indicate more clearly what is meant by the pattern under consideration. These restrictions may be used in the game, "What is wrong with this sentence?" Care should be taken not to overwork this device, however, since there is some danger in the child's hearing the wrong pattern too often. The teacher should also be able to think up substitution-type games, such as, "How do you make a question out of this sentence?" or "Say the same thing in a different way."

In most cases a list of words are given (cf. indefinite pronoun) but every word which could be included in the list is not given. Space restrictions forced some limitations, and the teacher should be able to supply other words. Three dots (...) means that the list could have been extended but was not. The absence of these dots means that the list is exhaustive (cf. auxiliary).

A word on the use of these patterns. The teacher must somehow see to it that the pupil who lacks a pattern gets to use it as often as possible. This guide operates under the assumption that language patterns must be used until they are automatic. This means that the child must use a pattern over and over again before it will be functionally his. The teacher must think up situations in which this can be done. "Filling in the missing word" should not be overworked since this does not get the child to *use* the pattern. However, it may be a very good way to check to see whether or not the child can understand the pattern.

One last word is in order. It seems quite pointless to teach the retarded child the names of parts of speech, or of patterns, or of any terminology pertinent to grammar. The six-year old normal child does not know these names, nor do many adults. Yet they can use them consistently and well. Even if a child has no idea that an adverb of manner exists, if he can use it he owns it. *The proper usage is the goal* and should not be confused with knowledge of tag-names.

PATTERN

1. *Subject-verb-object:*

   Joe throws the ball.
   The little old man grows peas.

2. *Indefinite Pronoun:*

some -	+	- one
any -		- body
no -		- thing
every -		

   Somebody wants you.
   Everyone is here.

3. *Determiners:* (Determines whether a noun is singular or plural, near or far, etc.)

the	this, that	a lot of	a certain
a (an)	these, those	a lot	...
some	a few of	both of	
many	a few	each of	

The man is here.
Some man is here.

But not: *A* men is here.
A lot boy is here.

4. *Numbers:*

Cardinal: one, two, three ...
Ordinal: first, second, third ...

5. *Personal Pronouns:* (Function like nouns except that most exhibit subjective and objective cases.)

I, we, you, he, she, it, and they.
me, us, him, her, them.

I saw *them.*
We *bought it for* her.

But not: *Us* see *he.*
Him bought it for *she.*

6. *Count Nouns and Non-Count Nouns:* (Count nouns can be singular or plural and the verb must agree in number. Non-count nouns are singular only, and the verb must also agree.)

Count Nouns: (Animate) Man, dog, lady, fish ...
(Inanimate) Tree, stone, corner, table ...

Non-Count Nouns: food, furniture, love ...

The { man / men } { sits / sit } on the *furniture.*

But not: The *food* are on the table. (non-agreement in number)
The *stone* grows an inch a day. (animate non-agreement)

7. *Auxiliary:* (Assists time relationships)

may	might
can	could
will	would
must	must
*shall	should

I *may* { see / be seeing / have seen } him.

I *could* { see / be seeing / have seen } him.

*"Shall" is dropping out of the language except in formal written English.

8. *Intensifier:* (Tells to what degree.)

Very, pretty, quite ...

She is *very* old.
He is *pretty* good.

But not: She is *very* come in.
He is *quite* man.

9. *Adjectives:*

Friendly, big, red, ...

He is a *sad* dog.
The *angry* boy came home.

10. *Adverbial of Manner:* (Answers the question, "HOW"?)

happily, anxiously, in a huff, with deliberation ...

He came home *quickly.*
He understood *with difficulty.*

11. *Adverbial of Place:* (Answers the question, "WHERE?")

Inside, on the roof, in the box, ...

He left it *there*.
He put it *in the hallway*.

12. *Adverbial of Time:* (Answers the question, "WHEN?")

Immediately, at once, by four o'clock, ...

He is hungry *now*.
It will be done *presently*.

13. *Transitive Verb:* (Can be used passively.)

He *throws* the ball (the ball *is thrown* by him).
John *sees* Jane (Jane *is seen* by John).

14. *Intransitive Verb:* (Cannot be passive.)

He *jumped in* (cannot become, "In *was jumped* by him").

15. *Particles:* (Complete certain verbs.)

Up, down, in ...

He glanced *away*.

16. *Infinitives:*

To do, to see, to love ...

He tries *to please*.
To know you is *to love* you.

17. *-ing:* (added on to verbs)

Knowing, believing, seeing ...

He was *enjoying* the play.
He seemed to be *having* a fit.

18. *Yes/No Questions;* (Yes/no questions require a "yes" or "no" answer)
(includes the *do* tense carrier; see sect. 21.)

He is working. *Is he working?*
He must work. *Must he work?*
He has worked. *Has he worked?*

19. *Negation:* (Includes the *do* tense carrier; see sect. 21.)

He is working. *He isn't working.*
He could work. *He couldn't work.*
He has worked. *He hasn't worked.*

20. *Tag Questions:* (Includes the *do* tense carrier, see sect. 21.)

He is working, *isn't he?*
He can work, *can't he?*
He has worked, *hasn't he?*

Or: He isn't working, *is he?*
He won't work, *will he?*
He hasn't worked, *has he?*

21. *The do Tense Carrier:*

Yes/no Questions:

He { likes / liked } the book. { *Does* / *Did* } he like the book?

Negation:

He { sees / saw } the girl. He { *doesn't* / *didn't* } see the girl.

Tag questions:

He {loves / loved} his dog, {*doesn't* / *didn't*} he?

He {doesn't / didn't} know her, {*does* / *did*} he?

Stress:

He {hears / heard} the question. He {*does* / *did*} hear the question.

(Notice that ordinary verbs act differently from *be*, *have*, and ausiliaries in all of the above: # 18, 19, 20, 21.)

22. *Wh Questions:* (Introduced by words such as *where, when, who, which, what, ...*)

Who is it?
When did he do it?
What are you doing?

23. *There:* (a unique item in English)

There is a dog in the room.

24. *Possession:*

The car belongs to John. It is *John's* car.
Sally draws pictures. They are *Sally's* pictures.

25. *Relative Clauses:* (Introduced by *who, which, that, ...*)

The man *who owns the boat* is here.
The boat *that I saw* was red.

A word about "correctness" is in order. On this matter we have to proceed with a great deal of caution, especially in the case of the child who comes from a subculture, such as the culturally disadvantaged child. Every child who enters the classroom brings with him a dialect. More often than not in the special classroom dialects will be found that are low in prestige value - the "best" people do not use them. But still, it is the dialect spoken by the child's family and friends, and the child believes that this way of speaking is good because the people who are important to him speak this way. Therefore, he does the same. Perhaps his parents send him to school saying that they hope the school will "learn you some good English." But too often, when we send the child home at night he will be subjected to ridicule and sometimes punishment for "putting on airs" if we do manage to make him use what we think is a prestige dialect. The pressures of his peer group can be even more detrimental.

How do we handle this problem? There is no easy answer. Probably the best immediate thing to do is to provide as good a language model as possible for the pupils, teach them that other methods of expressing themselves do exist, concentrate on expanding the child's language as much as possible, and hope that we can do some good in the long run. It is worth considering that we may want to wait until the child gets into the secondary special classroom before we apply any real pressure on him to conform to middle class dialectical standards. It is at this point in time that we probably stand the best chance of convincing him that his economic competitive value will be enhanced if he is able to conform to middle class dialect standards. The prospect of earning money can move mountains.

SECTION IV

SOURCE MATERIALS

for a

LANGUAGE CURRICULUM

An attempt has been made to classify source material according to the type of skill for which it will be most beneficial. Because of the considerable overlap between use at the primary, intermediate and secondary levels, it has been indicated (*) which sources are applicable at all three levels. Some materials may be adapted for oral use although not explicitly designed to do so.

PRIMARY LEVEL

I. RECEPTIVE SKILLS

Chipman, S. *The Child's Book of Speech Sounds.* Expression Co., Mass. 1954. 43 pp. illus. paperbound. $1.25.

Booklet of rhymes stimulating practice on 43 speech sounds.

Emerson, L. S. *Storytelling.* 1959. 181 pp. $3.50.

Designed for elementary classroom teacher. 15 typical stories to tell. Discusses how to prepare stories and develop individual charm in the telling.

Landeck, B. (editor). *Songs to Grow On.* E. B. Marks Music Co., New York. 1950. 125 pp. illus.

A collection of 60 American folk songs for children, some of which have rhythm band arrangements. Designed and illustrated by David Stone Martin. The contents of the categories (High and Low, Singing Stories, Winter Festival, Play-Acting, Play-Party) are arranged in graded order. Suggestions for rhythmic activity are included. Also, *More Songs to Grow On.* 1954. 128 pp.

Nemoy, E. and S. Davis. *The Correction of Defective Consonant Sounds.* Expression Co., Mass. 1954. 426 pp. $4.75.

Suggestions to the teacher; discussion of each consonant sound; ear training and practice materials for each sound. Ideas for quick, easy games requiring little equipment. Stories for children in primary grades.

New England Speech Assn. *A Handbook for Speech Improvement.* Boston University Speech and Hearing Center. 1956. 67 pp. $1.50.

Kindergarten to Grade 6. Poems and rhymes and suggested activities for play therapy. All sounds.

Scott, L. B. and J. J. Thompson. *Talking Time.* 1951. 245 pp.

Handbook for primary teachers. All sounds. Identifying sounds, drill material, games, rhymes.

Scott, L. B. and L. F. Wood, *Singing Fun.* 1955. 78 pp. $2.24.

Basic interest units, i.e., songs for readiness and relaxation, acting-out songs, finger action songs, rhythmic activities, etc. A second volume, *More Singing Fun* (1961) is available at same price.

Wolf, F. W. and G. A. Kelder. *Sounds I Say.* Chronicle Guidance Publications, N. Y. Book I - 72 pp. 4 colors. 1959. $1.25. Book II - More difficult sounds. 1960. $1.25. Examination Set, including either book and manual, $1.50. Manual only, 50¢.

For use in teaching sounds for speech improvement and phonic readiness through pictures in pre-kindergarten through grade 2 or for special groups. Wire bound, with a gate-fold cover and cut-out wheel. Discount for classroom quantities.

II. EXPRESSIVE SKILLS

Anderson, Virgil A. *Improving the Child's Speech.* Oxford University Press, New York. 1953.

Voice and articulation problems of school children. Drills and exercises recommended.

Arnold, G. *Sound Ladder Game.* Expression Co., Mass. 1938. $2.25.

Competitive ladder game for establishing new sound. 20 consonant sounds in picture-form, all positions, on large cards. Pre-school and primary school age. With instructions.

Arnold, G. *Speech is Fun.* 1952. 128 pp. illus. $3.00

For establishing new sound. Each sound is presented by Bobo, the Good Speech Clown, in a large stimulus picture. Games and carrier phrase practice emphasized.

Barrows, S. T. and I. M. Case. *Speech Drills for Children in Form of Play.* Expression Co., Mass. 1952. 84 pp. paperbound. $1.00.

Fairbanks, G. *Voice and Articulation Drillbook*. Rev. ed. Harper and Brothers, N.Y. 1960. 196 pp. $3.50.

Recent revision of this classic book. Chapters 3 through 8 on individual phonemes may be used for word drill with children, as the vocabulary is controlled.

Martin, Walter G. *We Learn to Talk*. Special Education Department, Fresno County Schools. 1957.

A pamphlet describing how sounds are made, with games and rhymes. For the use of children at a primary level.

Milton Bradley Materials. Milton Bradley Co., Mass.

Tell-Time Quizmo	$2.50
Phonetic Quizmo	2.00
Picture Words for Beginners	1.00
Word Picture Builder	.60
See and Say Consonant Game	1.00
See and Say Vowel Game	1.00

Many other materials available. Write for descriptive brochure.

INTERMEDIATE AND SECONDARY LEVEL

I. RECEPTIVE SKILLS

*Arnold, G. *The Goodspeaker Family*. Full Color. $2.00

Picture and *verse presentations* as a motivating reference to be used in the development of all aspects of good speech.

*Bresnahan and Pronovost. *Lets Listen*.

Auditory training for speech development and reading readiness: Speech records.

*Bryngelson, B. and E. Mikalson. *Speech Correction Through Listening*. 1959. 126 pp. $1.90.

A program of stories and games for retraining children with articulatory problems. The sounds /s/, /r/, /l/, /o/, /g/, /ch/ are stressed, although all sounds may be adapted to the materials.

*Matthews, J., E. P. Wade, J. W. Birch and E. J. Burgi. *The Best Speech Series*. 1960. illus.

6 non-sequential "My Sound Books" (one for each sound: /s/, /r/, /th/, /l/, /k/, /g/). 6 accompanying manuals, 64 pp. each. Price per book, Sound Book or Manual, $1.25 each. The Sound Books are student workbooks emphasizing *ear training* and sound discrimination techniques. Words, stories, rhymes, coloring, subjects for conversation, etc.

*Nemoy, E. and S. Davis *The Correction of Defective Consonant Sounds*. Expression Co., Mass. 1937.

A summary of the principles involved in the production of consonant sounds; ear training materials; speech drills in a motivated form.

*Russell, David H. and Elizabeth F. Russell. *Listening Aids Through the Grades*. Bureau of Publications, New York.

Comprehensive outline of listening skills. Provides a wealth of practical suggestions grouped according to grade level.

*Safier, D. E. *The Listening Book*. Caxton Printers, Caldwell, Idaho. 1952. 155 pp. illus. $4.00.

Sounds, rounds, rhymes and stories for speech stimulation.

**Texas Curriculum Guide Special Education*. Texas Education Agency, Austin, Texas. 1960

A section on "communicative arts" discusses sequential skills in developing listening and speaking.

*Utley, Jean. *What's Its Name? A Guide to Speech and Hearing Development*. 1950. 172 pp. soft cover, $2.00.

244 words arranged scientifically in order of increasing difficulty. Corresponding pictures. Black and white. (An accompanying record is available for auditory training.) $7.50.

Zedler, Empress. *Listening for Speech Sounds*. Doubleday and Co., N.Y. 1955.

Consists of a series of stories so designed as to teach auditory recognition of and discrimination between sounds and phonetic principles.

II. EXPRESSIVE SKILLS

Arnold, G. *Progressive Sound Game*. Expression Co., Mass. 1938. $2.25.

Speech drills for middle grades on single sounds and contrasting sounds for practice in recognition. With instructions.

*Arnold G. *Speech-O (A phonetic game)*. Expression Co., Mass. 1938. $3.25.

Bingo-type phonetic word game for recognition, differentiation and production of sound units. Use of carrier phrases. With instructions.

Beasley, Jane. "Development of Social Skills as an Instrument in Speech Therapy". *Journal of Speech and Hearing Disorders*. Vol. 16. 1951. pp. 141-145.

Suggestions for broadening social experience and using speech as one form of social interaction. Lessons suggested on making a request, going on an errand, giving or following directions, expressing an opinion, making or accepting an apology, etc. For further details, see No. 12 or present bibliography (Backus and Beasley).

*Birch, Jack W., Mathews, Jack and Burgi. *Improving Children's Speech*. Public School Publishing Co., Bobbs Merrill Co., Inc., Indiana. 1958.

This booklet presents practical and workable techniques to improve speech from grades K-12. Speech disorders found in school children are discussed.

*Brazie, G. *Speech Practice Book: For Speech Improvement and Speech Correction*. Gill Co., Portland. 1953. 154 pp. $2.50.

Speech sound tests with jingles and riddles, phonetic order jingles, jingles for relaxation and rhythm. Nonsense items.

*Continental Press In. *Language Learnings Related to Personal and Social Development for Slow Learning Pupils – Useful Language* 1964.

Level 1 – emphasis on improved oral communication
Level 2 – intriguing extended activities. Stresses value of good usage.

Educational Publishing Corporation. *Choral Speaking and Speech Improvement*.

Many poems with special emphasis on initial sounds and blends.

Ideal Speech Materials Assn. *Word Card Games*. 1957.

4 Word Card Games each for 4 sounds: /r/, /s/, /l/, /th/. Each game consists of 65 cards using sound in all positions (/th/ contains 55 cards). Definition at top of each card. Pupil supplies correct word. Any number of players may participate. Suitable for middle grades for establishing new sound. No pictures.

*Rocket Race. 1959. $2.00.

For 2 to 8 players, covering 12 consonant sounds. 4 decks of illustrated drill cards, 8 rocket markers and playing board. Commercial version of racing game traditionally used for auditory discrimination and production in isolation, etc.

*Schoolfield, L. D. *Better Speech and Better Reading*. A Practice Book. Rev. ed., 1951. 218 pp. $3.00.

Practice materials including articulation test materials, tongue and lip exercises, drill words for all positions and blends, practice sentences, completion games and poems. All sounds.

MISCELLANEOUS READING MATERIAL

Allen, Harold B. *Readings in Applied English Linguistics*, 2nd ed. New York:

Appleton-Century-Crofts, 1964. A good, general, easy-to-read series of essays in the application of linguistics to English.

Beasley, Jane. *Slow to Talk*. Bureau of Publications, New York. 1956. 100 pp. $2.75.

Understanding the child with delayed language and some practical procedures.

Beardsley, Barbara. *Speech Development and Improvement for the Mentally Retarded Child*. Bulletin No. 19 of the Bureau for Handicapped Children, Wisconsin State Department of Public Instruction, Madison, 1963. 13 pp. 50¢.

Includes a wealth of suggestions for use in speech development and improvement programs by the special class teacher and the speech therapist. A comprehensive bibliography and listing of source materials is also provided.

Blessing, Kenneth. "Remediation of Psycholinguistic Deficits in Retarded Children." *Bureau Memorandum.* Vol. VI, No. 4, 1965. pp. 19-30. (Reprints available)

Provides a comprehensive description of the psycholinguistic areas the ITPA probes, and paralleling these descriptions, some simple, functional ways in which special educators can plan and carry out specific and small group remedial programs. Based upon research which suggests that improvement in linguistic areas can be facilitated among MR's.

Chicago Public Schools. *Speech Correction Techniques, Materials, References.* 1952. 71 pp. mimeo. illus. 75¢.

Original activities and devices contributed by 62 members of the City's Division of Speech Correction. Listing of reference books, journals, magazines and materials for children's use. Many references antedate 1950. Descriptions of many word games.

Continental Press, Inc. *Reading and Thinking Skills.*

Skills for levels 1-9. Includes beginning sounds, phonics and thinking skills. Can be presented by the teacher orally or given to the child.

Cypreansen, L., J. H. Wiley and L. T. Laase, *Speech Development, Improvement and Correction.* 1959. 353 pp. illus. $5.00.

Part I is a discussion of the speech development of children. Part II presents materials for testing speech and record keeping. Part III presents materials for speech improvement and correction for individual and group therapy. Selected references by disorder.

Detroit Public Schools. *Activities for Speech Correction Classes – Elementary School.* Publ. No. 5-311. 4th ed., 1957. 88 pp.

Handbook for teachers covering the following subjects: personal attitudes, physical improvement, voice training, auditory training, phonetics, spontaneous and directed speech, and game suggestions for each of the consonant sounds. Pupil tests for various grade levels are also available.

Dunn, L. M. and Smith, J. O. *Peabody Language Development Kit-Level #1.* Minneapolis: American Guidance Service, Inc., 1965. $45.00.

Language development kit designed for children who are intellectually at 4½ to 6½ years of age. Is based upon the rationale underlying the Illinois Test of Psycholinguistic Abilities and is an outgrowth of Smith's 1962 research study. An extensive set of kit materials has been given field tryouts and appears effective with grade one disadvantaged children and with EMR pupils in primary special classes.

Eisenson, Jon and Mardel Ogiluie. *Speech Correction in the Schools.* MacMillan Co., Chicago. 1957.

Contains a brief but comprehensive discussion of common speech problems.

Hayakawa, S. I. *Language in Thought and Action.* New York: Harcourt, Brace & World, Inc., 1949.

Hoffman, Melvin, Ustin, William, and Davis, Alan *The Linguistic Acculturation of the Culturally Deprived.* A preliminary bibliography put out by the Department of Health, Education, and Welfare

Deals with the subject of language and the culturally deprived. Included is a brief list of references dealing with the language of the negro and other culturally deprived.

Joos, Martin (ed.) *Readings in Linguistics.* Washington, D.C.: American Council of Learned Societies, 1957. Contains all of the important early articles.

"Language and Learning!" *Harvard Educational Review,* Vol. 34, #2, Spring, 1964. $2.75.

A special issue with some very good articles.

Lassers, Leon, *Eight Keys to Normal Speech and Child Adjustment, How Parents and Teachers Can Help Prevent Stuttering and Related Problems In Children.* Speech Services, San Francisco State College, San Francisco, Calif.

A pamphlet designed to aid teachers in helping children develop normal speech.

Madison Public Schools Language Arts Committee. *Language Arts Grades Seven through Twelve.* 1957.

A guide for the teaching of communication skills. Includes areas of reading, speaking, listening and writing.

Mecham, M. J. *Verbal Language Development Scale*. Springfield: Educational Test Bureau, 1959.

Mecham M. J. "Developmental Schedules of Oral-Aural Language as an Aid to the Teacher of the Mentally Retarded," *Ment. Retard.*, 1, 359-369, 1963.

A sequential developmental schedule of listening and speaking skills to be used as a guide in evaluating the individual language levels of mentally retarded children. Includes a listing of suggested activities through which language and speech development may be encouraged.

Minneapolis Public Schools. *Speech Correction in Practice*. Minneapolis Board of Education. 1961. 138 pp. mimeo.

Contains sections on Development of Speech; Types of Speech Disorders; The Role of the School Personnel; Forms, Bulletins, Tests and Checklists; about half of the handbook consists of annotated bibliographical references for all disorders.

Murphy, H. A. "The Spontaneous Speaking Vocabulary of Children in Primary Grades". *Journal of Education*. Publ. by Boston University School of Education. Vol. 140. No. 2. December, 1957. 104 pp.

"The list included in this bulletin summarizes several group studies completed recently at Boston University concerning the spontaneous speaking vocabulary of children in Kindergarten, Grades 1, 2, and 3." Ca. 6200 words primarily of New England children. Includes vocabulary relating to fields of aviation, radio and television, not in older lists.

Oak Park Teachers Guide to Speech Improvement in the Primary Grades. Oak Park, Ill.

Designed to set up objectives of speech improvement in combination with activities that may be used – such as introduction to specific sounds.

Roberts, Paul *English Syntax* (alternate ed.) New York: Harcourt, Brace & World, Inc., 1964. Paperback, $4.00.

A readable programmed introduction to transformational grammars. Especially good for the person who has had no previous contact with linguistics.

Schoolfield, Lucille D. *Better Speech and Better Reading*. Expression Co., Mass.

A book of practice materials grouped according to specific sounds.

Scott, L. B. and J. J. Thompson *Speech Ways*. 1955. 216 pp. $3.60.

Designed to help teachers of middle-grade children discover some new avenues of approach to oral communication. Follows through speech development work started in *Talking Time*.

Sisters of St. Francis of Assisi. *Language Arts Curriculum for the Mentally Retarded*. St. Coletta School. 1963.

Detailed curriculum guide with skills and activities for each grade (K-advanced). There are also similar guides available for each area of the curriculum.

Smith, J. O. *Effects of a Group Language Development Program Upon the Psycholinguistic Abilities of Educable Mental Retardates*. Nashville: Peabody College Research in Special Education Monograph Series No. 1, 1962. $1.00.

A research study depicting the positive effects of a group language treatment program on the overall language ability of EMR's. Includes a fairly complete and detailed set of lesson plans for use by the teacher in a language development program.

Stewart, William A. (ed.) *Non-Standard Speech and The Teaching of English* Language Information Series, #2, Center for Applied Linguistics: 1755 Massachusetts Ave., N.W. Washington 36, D.C. Paperback, 50¢.

Three fine essays on teaching English to children who are culturally disadvantaged. Extremely readable except for some minor technical points.

Telephone companies (loaned from). *Tele-Trainer*.

A communication training aid – an aid in speech communication for all children with speech. Helps relax tensions and to develop good telephone manners. Actual telephone equipment.

Theory and Practice in English as a Foreign Language: Selected Articles from Language Learning. Ann Arbor, Michigan: 3038 North University Building, 1963.

An excellent selection of articles, most of which can be used to good advantage by the teacher of the retarded.

Thorndike, E. L. and I. Lorge. *The Teacher's Word Book of 30,000 Words*. Bureau of Publications, N.Y. 1944 274 pp. $2.85.

Most extensive word count in the English language. The book includes counts for the frequency of use of each of the 30,000 words in General literature and in four different sets of reading matter: the Thorndike general count of 1931 (the 20,000 word list); the Lorge magazine count; the Thorndike juvenile book count; the Lorge-Thorndike semantic count. Grade placements of the words are suggested.

Van Riper, Charles and Katherine Butler. *Speech in the Elementary Classroom*. Harper and Brothers. N.Y. 1955.

It consists of ten short non-technical chapters, each clearly identifies classroom speech activity and how they can be extended into a speech improvement program.

Wisconsin Bulletin No. 21-D. *Secondary Level Resource Guide for Educable Mentally Retarded*. Ed. by V. J. Contrucci and Melton C. Martinson. Madison, Wis. 1964.

Excellent curriculum guide following the persistent life functions and considering the development of language as well as other content areas. Also available at elementary level.

Wood, Nancy E. *Language Development and Language Disorders: A Compendium of Lectures*. Society for Research in Child Development, Inc. 1960.

A publication of lectures, i.e. "Language Development of the Mentally Retarded Child" by Ernest Newland; "Language Development" by Dorthea McCarthy.

Zandvoort, R. W. *A Handbook of English Grammar*. London: Longmans, Green, 1957.

The very best of the pedagogical grammars, and a must for the teacher in the special classroom.